Dear Principal or Administrator:

Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The No Child Left Behind Act (NCLB) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that English language learners, as well as other groups of students, participate in those state assessments. NCLB allows for reasonable accommodations on assessments administered to English language learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English language learners in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and English language learners in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). In other words, the NAEP assessments do not impose consequences for the student or the school, and are instead intended purely to provide a picture of educational performance and progress.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and English language learners. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and English language learners are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

Kathleen Leos
Assistant Deputy Secretary
Office of English Language Acquisition

Alexa Posny
Director
Office of Special Education Programs

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.
GENERAL DIRECTIONS FOR COMPLETING THIS QUESTIONNAIRE

The student named on the front cover of this questionnaire has been selected to participate in the National Assessment of Educational Progress (NAEP) and has been identified as an English Language Learner (ELL).

The decision tree below illustrates the steps in determining how best to include this student in NAEP. By answering the questions in this questionnaire, you will provide the information needed to make this determination.

ELL DECISION TREE

How does this student participate in your state academic assessment in the NAEP subject identified on the front cover of this questionnaire?

A
Takes the regular academic assessment with no accommodations

B
Takes the regular academic assessment with accommodations

C
Takes simplified English, or native language state academic assessment

D
Takes only an English language proficiency test

E
Is excluded from the state academic assessment

Assess the student on NAEP with no accommodations

Determine whether the accommodations that this student needs are allowed on NAEP

Determine if this student can be included on NAEP

Please answer the questions on pages 4–7 about this student and return the completed questionnaire to the person in your school who is coordinating NAEP activities.

Thank you very much for your help!
1. What is this student’s first or native language?
   - Spanish
   - Other language (specify) ____________________________

Question 2 asks about the subject identified on the front cover of this questionnaire because this student has been selected for the assessment of the subject. If the subject is reading or mathematics, refer to the state assessment used for reporting adequate yearly progress under No Child Left Behind. If this student does not take a state test in this subject, refer to local testing or instructional practice.

2. How does this student participate in your state academic assessment in the NAEP subject identified on the front cover of this questionnaire? (Fill in one oval.)
   - This student takes the regular academic assessment with no accommodations. → Skip to page 7 and answer questions 7–9.
   - This student takes the regular academic assessment with accommodations. → Go to pages 5, 6, and 7 and answer questions 3–9.
   - This student takes simplified English or native language state academic assessment. → Go to pages 5, 6, and 7 and answer questions 3–9.
   - This student takes only an English language proficiency test. → Skip to page 6 and answer question 6. Then complete page 7.
   - This student is excluded from the state academic assessment. → Skip to page 6 and answer question 6. Then complete page 7.
3. Which accommodations does this student receive on the state assessment of the NAEP subject identified on the front cover of this questionnaire?

Fill in the oval in Column A for each accommodation that this student receives for your state’s assessment in the NAEP subject indicated on the front cover of this questionnaire. If this student does not take a state assessment in the NAEP subject, please indicate the accommodations this student receives for local testing or instruction.

<table>
<thead>
<tr>
<th>This Student</th>
<th>COLUMN A</th>
<th>COLUMN B</th>
<th>COLUMN C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Linguistic Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has directions read aloud/repeated in English or receives assistance to understand directions</td>
<td>○</td>
<td>Standard NAEP Practice</td>
<td>NAEP provides</td>
</tr>
<tr>
<td>Has directions only read aloud in native language</td>
<td>○</td>
<td>N</td>
<td>Y*</td>
</tr>
<tr>
<td>Has test materials read aloud in native language</td>
<td>○</td>
<td>N</td>
<td>Y*</td>
</tr>
<tr>
<td>Uses a bilingual version of the booklet</td>
<td>○</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Uses a bilingual word-for-word dictionary without definitions</td>
<td>○</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Has occasional words or phrases read aloud in English</td>
<td>○</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Has all or most of the test materials read aloud in English</td>
<td>○</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Has oral or written responses in native language translated into written English</td>
<td>○</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td><strong>Indirect Linguistic Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes the test in a small group (5 or fewer)</td>
<td>○</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Takes the test one-on-one</td>
<td>○</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Receives preferential seating</td>
<td>○</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Has test administered by familiar person</td>
<td>○</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Receives extended time</td>
<td>○</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Is given breaks during the test</td>
<td>○</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Takes test session over several days</td>
<td>○</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Receives other accommodations</td>
<td>○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Answer Question 4 and, if necessary, Question 5 using the information in Columns A and B on page 5.

4. Are all of the accommodations this student receives on the state assessment as recorded in Column A allowed on NAEP (Column B)? (Fill in one oval.)
   √ Yes. This student should be assessed with these accommodations, as allowed on NAEP. → Skip to page 7.
   √ No. → Answer question 5 below.

5. Can this student be assessed with only the accommodations allowed on NAEP? (Fill in one oval.)
   √ Yes. This student should be assessed with only the accommodations allowed on NAEP. → Skip to page 7.
   √ No. This student should not be assessed on NAEP. → Skip to page 7.

6. If this student is assessed with only an English language proficiency test, or is excluded from the state assessment, could the student participate in NAEP with any of the accommodations allowed on NAEP as listed in Column B on page 5? (Fill in one oval.)
   √ Yes. List the accommodations allowed on NAEP and include the student in NAEP. → Go to page 7 and answer questions 7, 8, and 9.
   √ No. This student should not be assessed on NAEP. → Go to page 7 and answer questions 7, 8, and 9.
7. Including the current school year, how long has this student been receiving academic instruction primarily in English?

- This student does not receive academic instruction primarily in English.
- Less than 1 year
- 1 to 2 years
- 2 to 3 years
- 3 years or more
- I don’t know.

8. What grade level of instruction is this student currently receiving in the subject indicated on the front cover?

- This student is currently not receiving instruction in this subject.
- At or above grade level
- One year below grade level
- Two or more years below grade level
- I don’t know.

9. How would you characterize this student’s English proficiency? (Fill in one oval in each row.)

<table>
<thead>
<tr>
<th></th>
<th>ELL advanced</th>
<th>ELL intermediate</th>
<th>ELL beginning</th>
<th>No proficiency</th>
<th>I don’t know.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Listening comprehension in English</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Speaking English</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Reading English</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Writing English</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>